DOCUMENT RESUME

ED 346 354 CG 022 619

TITLE	A Guide for Planning and Developing Guidance and Counseling Programs in Virginia's Public Schools.
INSTITUTION	Virginia State Dept. of Education, Richmond. Div. of Special Education Programs and Pupil Personnel Services Guidance Service.
PUB DATE	Dec 83
NOTE	43p.; Reprinted in 1989. For related documents, see CG 022 620 and CG 022 622.
PUB TYPE	Guides - General (050)
EDRS PRICE	MF01/PC02 Plus Postage.
DESCRIPTORS	*Career Guidance; Child Development; *Counseling Services; Curriculum Design; Elementary Secondary Education; Formative Evaluation; Guidance Objectives; *Guidance Programs; Guidelines; Needs Assessment; Program Design; *Program Development; *Public Schools; *School Guidance; State Standards
IDENTIFIERS	*Virginia

ABSTRACT

This publication combines four sets of guidelines developed in 1980 to give direction to guidance program development in the public schools of Virginia. It consists of loose-leaf sheets color-coded according to whether the items are applicable at all levels (white), for elementary school guidance (beige), for middle schools (blue) or for secondary schools (green). The first section, "Why guidance and counseling programs," discusses the rationale of guidance according to educational, personal-social, and career development outcomes. The goals and objectives of public school guidance and counseling are then presented for elementary schools, middle schools, and secondary schools respectively. The third section describes a systematic approach to school guidance program development: planning, assessing needs, designing the program, and evaluating it. After a guidance program development checklist, a discussion of programmatic conditions and functions is provided. These include counseling (individual and group), group guidance, consultation, coordination, providing information, individual assessment, placement, and program evaluation. The final section describes the roles of other personnel with responsibility for the guidance program: principal, guidance coordinator, district personnel, parents/community, and state guidance services. References are included, and information on the following topics is appended: characteristics of students at developmental levels, theories of human development, school staffing patterns, and counselor professionalism. (TE)

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A GUIDE
FOR PLANNING AND DEVELOPING GUIDANCE AND COUNSELING PROGRAMS IN VIRGINIA'S PUBLIC SCHOOLS

Commonwealth of Virginia
Department of Education
Division of Special Education Programs
and Pupil Personnel Services
Guidance Service
Richmond, Va. 23216
December 1983

INTRODUCTION

This publication combines the following four sets of guidelines developed in 1980 to give direction to guidance program development in the public schools of Virginia:

Program Guidelines for Elementary Counselors in the Commonwealth of Virginia

Guidelines for Guidance Programs in the Middle Schools of Virginia

Guidelines for Secondary School Guidance Programs in the Commonwealth of Virginia, and

Guidelines for Vocational/Career Guidance in the Public Schools of Virginia.

These four original guidelines were developed by the staff of the Department of Education Guidance Service with the involvement of counselor educators from Virginia universities and personnel from several public schools of the state. Copies of each were sent to local school superintendents and their staffs for review. Their suggestions and comments were used in revising this Guide.

To give stronger emphasis to the concept of a sequential, developmental guidance and counseling program for all students from kindergarten through grade 12, the original guidelines have been consolidated into a single program guide. This present publication is an effort of the Virginia Department of Education to provide support services which will increase student opportunities to learn.

During the development of this Guide, particular attention was given to designing a guidance and counseling program which addresses the goals of public education in the Commonwealth, as established in *Standards of Quality for Public Schools in Virginia 1982-84*. These goals are designed to aid each student, consistent with his or her ability and educational needs, to

develop competence in the basic learning skills,

progress on the basis of achievement,

qualify for further education and/or employment,

develop ethical standards of behavior and participate in society as a responsible family member and citizen,

develop a positive and realistic concept of self and others,

enhance the beauty of the environment,

respond to aesthetic experiences through the arts,

practice sound habits of living and personal health,

acquire a basic understanding and appreciation of the free enterprise system.

The guidance and counseling program presented in this Guide is comprehensive and sequential, and is based upon students' academic, social-emotional, and career/vocational developmental needs. It describes experiences and services which will enhance the development of students at all levels in each of these domains. The goal of the program is for students to acquire knowledge and skills which are essential for academic competency, responsible behavior, and successful living in work and society.

Successful implementation of this guidance and counseling program requires the interested participation of the local school board and the administrative, supervisory, guidance, and teaching staffs, as well as pupil personnel professionals, students, parents, representatives of business and industry, and community agency personnel. In essence, the responsibility for the program is shared, and the involvement and support of these many groups are critical.

The development of a guidance program using a management model approach is proposed in this Guide. Program components include planning; assessing needs; setting goals and objectives based on student needs; implementing objectives through planned strategies and activities; and evaluating progress in terms of stated objectives. In this model, it is suggested that objectives be stated in terms of student outcomes, thus departing from the traditional emphasis on process

objectives stated in terms of counselor function. Counselor functions are viewed as strategies to help students achieve expected understandings, attitudes, and skills. This Guide emphasizes guidance program development and stresses the contribution of guidance to the educational program of the public schools in Virginia.

Throughout the Guide, the terms, *guidance, guidance program,* and *guidance and counseling* are used interchangeably to refer to a total program. This publication is not meant to be a handbook of techniques and procedures. Monographs addressing specific techniques, procedures, and issues in guidance will be developed later to supplement this initial volume.

The Guide has been prepared to be used in a loose-leaf binder, thus enabling users to update pages or sections when revisions are needed and to have flexibility in using all or parts according to the needs at the local level. To further facilitate usage, different sections are color-coded as follows:

White —Applicable at all levels
Beige —Elementary school guidance
Blue —Middle School guidance
Green —Secondary school guidance

School personnel may wish to use selected sections at different levels; for example, for elementary school guidance programs, beige pages and selected white pages.

The Department's Pupil Personnel Services staff will be available to school divisions for consultation and professional assistance in interpreting this publication, in planning for and organizing a comprehensive program of guidance, in evaluating program progress, and in providing inservice programs for counselors and other school personnel.

S. John Davis
Superintendent of Public Instruction

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WHY GUIDANCE AND COUNSELING PROGRAMS

Guidance and counseling programs reflect a societal expression of concern for the individual. These programs exist, and must be provided, because young people need them. Student success now, and in the future, depends to a large degree upon the nature and quality of educational experiences. Consequently, guidance and counseling programs focus upon the development of youth, particularly in the areas of their educational, personal-social, and career development.

The fundamental goal of guidance and counseling programs is to help students acquire specific learnings and achieve particular outcomes as they progress through the various stages of growth toward adulthood. Through a systematic program of guidance and counseling experiences, students are assisted to work toward accomplishing the following:

Educational Outcomes

become oriented to the educational environment;

acquire effective study skills for academic achievement and develop an appreciation for learning;

gain knowledge of academic abilities, educational needs, and interests;

acquire knowledge of the curricular choices available in the school and the career goals to which they may lead;

become aware of the academic abilities and skills needed to function effectively in each curricular area;

plan a program of studies which is consistent with individual ability and interests; and

develop competence needed for achievement which is consistent with ability.

Personal-Social Outcomes

develop an understanding of self, to include feelings, modes of behavior, interests, strengths, values, weaknesses, likes, dislikes, and develop positive, realistic concept of self;

develop an understanding of others and learn appropriate interpersonal skills;

acquire skills for solving problems and making decisions for effective functioning;

become self-directive and responsible; and

develop a basic understanding of and positive attitudes toward school, the community, and society.

Career Development Outcomes

increase knowledge of self by assessing areas such as interests, abilities, aptitudes, and achievements, at appropriate age and grade levels, and relate such knowledge to programs of study for potential careers;

acquire information about educational and training opportunities within and beyond school;

become knowledgeable about the world of work and careers;

establish tentative career objectives; and

prepare for further education and/or employment.

GOALS AND OBJECTIVES OF PUBLIC SCHOOL GUIDANCE AND COUNSELING PROGRAMS

A major step in developing programs of guidance and counseling for students is the determination of goals and objectives. These goals and objectives should be related to those stated in the *Standards of Quality* and specified in the Introduction of this Guide. In addition, the needs of students and the expectations of society provide the bases for the development of guidance program goals and objectives.

Guidance and counseling objectives must be developed at specific grade levels to be responsive to the particular characteristics and needs of each student. The goals and objectives for elementary, middle, and secondary guidance and counseling programs are discussed in the following sections.

GOALS AND OBJECTIVES FOR ELEMENTARY SCHOOL GUIDANCE PROGRAMS

The primary goal of elementary school guidance and counseling programs in Virginia is to aid children to master the academic, personal, and career developmental tasks which are essential for positive growth. This means that guidance is concerned with all aspects of pupil development. Emphasis also is placed on the early identification of children's problems and action that might be taken before problems become severe.

To foster the individual development of children requires collaborative effort by counselors, parents, teachers, administrators, pupil personnel specialists, and other school personnel. Also, in order for effective learning experiences and services to be provided, program objectives must be established.

The following program objectives for elementary guidance and counseling, which are related directly to the development needs of children, are designed to assist them in accomplishing the following:

resolve problems which interfere with learning;

understand self; i.e., feelings, modes of behavior, interests, abilities, strengths, weaknesses, likes, dislikes, and develop a positive, realistic self-concept;

understand others and learn effective modes of interacting and communicating for the establishment of positive relationships;

acquire effective problem solving and decision-making skills;

become self-directive and responsible for one's own behavior;

develop understanding of and positive attitudes toward school, the community, and society;

acquire positive attitudes toward learning and develop effective study skills; and

develop an understanding of the world of work, feelings of competency of self as a worker, and positive attitudes toward work.

In an effort to achieve these objectives, counselors, in cooperation with other professionals and parents, will perform the following functions:

provide individual and group counseling for students;

conduct classroom guidance activities, with particular attention upon career development, and assist teachers to provide such experiences;

work cooperatively with teachers, principals, and other school personnel to foster more effective learning climates for children;

assist parents through individual consultation and counseling and group procedures to acquire understanding of children, positive attitudes, techniques, and strategies essential for constructive childrearing;

provide teachers, administrators, pupil personnel workers, and others in the educational and community settings information, strategies, and approaches for enhancing the total development of children;

assist parents and children to obtain and benefit from needed special school and/or community services; and

promote closer school-home relationships through improved communication with parents.

GOALS AND OBJECTIVES FOR MIDDLE SCHOOL GUIDANCE PROGRAMS

The major goal of middle school guidance and counseling programs is to foster the optimal academic, personal, and career development of early adolescents. Major considerations in developing a middle school guidance program are the many academic, social, emotional, and physical changes that students experience during this period of their lives.

Specifically, middle school guidance objectives provide opportunities for students to achieve the following competencies:

function effectively as learners and benefit from the educational program;

develop an identity independent of adults;

clarify values and resolve moral conflicts resulting from increased independence and wider contacts with the world;

understand and learn to cope with intellectual, emotional, social, and physical changes occurring in the transition from childhood to adolescence;

explore interests and their relationship to home, education, work, and leisure;

acquire an understanding of self in relation to the peer group; and

learn to make decisions and accept responsibility.

Counselors, working with students, administrators, parents, teachers, and pupil personnel workers, provide guidance and counseling activities which help students to accomplish the following objectives:

acquire increased understanding of self and others;

develop effective interpersonal skills and competencies;

become more self-directive, responsible, and independent of adults;

explore their interests and abilities and relate these to present and future educational, work, and leisure pursuits;

understand and accept the physical, emotional, and social changes of early adolescence;

acquire an understanding of and competencies for coping with concerns and problems;

make a successful transition from the elementary school to the middle school to the secondary school;

develop tentative career goals and plan an educational program which will lead to future training and/or employment;

know the requirements for graduation from secondary schools in Virginia; and

understand more clearly the values which guide daily living.

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GOALS AND OBJECTIVES FOR SECONDARY SCHOOL GUIDANCE PROGRAMS

The major goals of the secondary school guidance program in Virginia are to assist students to master the developmental tasks and to cope with critical life problems encountered during adolescence. A paramount goal of the program is to provide experiences and opportunities to prepare students to become productive members of society. Consistent with these goals, the primary objectives of secondary school guidance programs are to establish procedures by which students:

acquire realistic understandings of themselves and others;

resolve problems which interfere with learning;

gain knowledge about the society of which they are a part;

develop positive interpersonal relationships;

become more self-directive; and

qualify for further education and/or employment.

To assist students in accomplishing these objectives, counselors, in cooperation with other professionals and parents, perform six major functions:

provide individual and/or group counseling programs for all students;

work cooperatively with teachers, administrators, and pupil personnel services workers, parents, and other important adults in the students' lives;

collect information about individual students so that the data may be used to help each student benefit as much as possible from the educational program;

assist students to utilize personal, educational, career, and social materials so that they may learn about themselves and the environment in which they live;

provide assistance to students which will enable them, upon leaving school, to continue successfully a program of advanced education and/or to enter the world of work; and

conduct a variety of evaluative activities to indicate strengths and weaknesses of the guidance and counseling program.

PROGRAM DEVELOPMENT AND IMPLEMENTATION

Program Development

A systematic approach to program development is essential for an effective school guidance program. This process requires the active involvement of counselors, administrators, teachers, other staff members, parents, students, and possibly representatives of community service agencies.

Comprehensive program development will provide the foundation for the delivery of services to students and parents, will give direction to defining the role and function of counselors, and will provide a basis for accountability.

The essential steps in program development are as follows:

A. Planning
B. Assessing Needs
C. Designing the Program
   1. Develop program objectives.
   2. Identify program functions and strategies to achieve the objectives.
D. Evaluating

These steps need explanation to clarify their importance in the program development process. The following sections provide additional discussion.

A. **Planning**

Careful *planning* is the first step in successful program development. Planning a guidance program includes the following:

becoming knowledgeable about the area of guidance and counseling through reading and study of the literature in the field and through discussions with guidance and counseling leaders;

reviewing the philosophy and goals of the total education program;

assessing current status, i.e., policies, practices, and personnel contributing to the guidance and counseling needs of students; (See guidance Program Development Checklist, page 13.)

gaining administrative support for program initiation, revision, or expansion;

establishing a guidance advisory committee to assist in organizing and implementing a guidance program;

establishing a tentative timeline for completing each phase of the program development process; and

determining resources such as personnel and funds needed for conducting program development activities.

B. **Assessing Needs**

The *needs assessment* process, one of the most common methods for obtaining data to formulate student outcomes and professional strategies, helps to answer the question, "What are the most important needs of the students which can be satisfied through the guidance and counseling program?" Both the typical developmental needs and the special needs of students should be considered. The needs assessment process also may be used to reveal needs of students which can be met through the instructional or other programs of the school. Using knowledge about students' developmental stages is an important step in identifying their needs. This information must be considered in the development of the guidance and counseling program. (A comprehensive discussion of these developmental stages begins on page 25.)

The guidance advisory committee should decide on the population to be surveyed in the needs assessment process: students, parents, teachers, administrators, or others. Another decision must be made as to whether the populations or only samples of each group will be assessed. A variety of techniques and sources exist for gathering data—interviews, observation, accreditation reports, school self-studies, and questionnaires. The questionnaire is the method most commonly used for gathering such data.

Caution is urged in the selection of assessment instruments. Such factors as the level of language difficulty, length, clarity, accuracy, purpose, ease of administration, costs, and ease of scoring and/or tabulating should be taken into account. Some instruments are available from commercial sources, but, in many cases, those developed locally may be preferable.

After data have been collected, they must be analyed to determine the implications for guidance program development.

C. **Designing the Program**

1. *Developing objectives* is the next step in designing a program.

   Objectives are statements that focus on specific behaviors (knowledge, skills,competencies, attitudes) which students can demonstrate as a result of experiencing a particular

guidance and counseling strategy or series of strategies. Guidance objectives will be derived from the needs assessment process. The needs assessment may identify more needs than can be practically managed at any one time with the staff, facilities, and financial resources available. It may be necessary, therefore, to rank the student needs identified and then to select those to be given attention.

Program objectives should be stated in terms of the desirable student outcomes which should result from guidance activities. There are major student outcomes that apply at all grade and age levels in all guidance programs. Under each of the major outcomes, specific student outcomes appropriate for each age and grade level should then be selected.

The guidance advisory committee should ask the following questions as a basis for determining specific student outcomes for each grade level:

(a) What behavior is expected of students?
(b) Has consideration been given to differences in individual development and needs?
(c) Under what circumstances will the behavior be observed?
(d) How will student progress be measured?

2. After the objectives have been developed, *strategies* must be determined. Strategies are the techniques and procedures that counselors, teachers, and administrators employ to help students achieve the student outcomes. Strategies which counselors and other professionals may use will include the major guidance functions of individual and group counseling; group guidance activities such as orientation and information; consultation; coordination; individual analysis; and placement.

Strategies selected should be considered in terms of appropriateness for students' ages, grade levels, and individual differences. These strategies should be provided sequentially so that there is a natural progression from one grade to the next, thus avoiding unnecessary repetition.

Determining where the strategies will be implemented is an important step in designing a program. These strategies may be conducted in the classroom as part of the instructional program, in special guidance sessions, in extra curricular organizations, in individual counseling sessions, or in the business-industrial community.

Deciding how much time each strategy will require, e.g., one hour, a series of class periods, several sessions over a period of time, etc.; who will be responsible for each activity, e.g., counselors, teachers, administrators, parents, community helpers, visiting consultants, or combinations or these persons working as a team; and selecting resources appropriate for each age or grade level to help accomplish the student outcomes are features of program design. Kits, printed materials, audio visual aids, computers, and people should be considered. Every school should maintain an updated file of all persons, including parents, who could contribute any information or skills to help students achieve the stated student outcomes in guidance.

There are many commercial products available for purchase or rental; these should be reviewed carefully for quality and appropriateness. Some materials may be developed in the school at lower cost.

D. **Evaluating**

Another major component of guidance program development is determining the *evaluation* procedures to be used. Evaluation involves ongoing monitoring of program and student outcomes and progress in order to provide feedback for continuing program development, implementation, and improvement.

In deciding upon the evaluation procedures, several factors should be taken into account:

1. Student Outcomes—Were they appropriate for each grade level? Was priority given to those which meet identified student needs? Were they stated clearly and concisely enough to be meaningful? Were they stated so that progress could be easily measured or demonstrated?
2. Strategies—Were they appropriate for the student outcomes? Were they directed toward student outcomes instead of traditional services?
3. Activities—Were they appropriate for the age and grade level? Were they suitable for accomplishing the expected outcomes? Were they interesting, and did they motivate students? Were they arranged in proper sequential order, i.e., did they provide for students to acquire increased knowledge, skills, competencies, and attitudes each year based on previous learnings at lower grade levels?
4. Where, Who, When—Were activities provided at the most appropriate place and time in the school schedule to benefit students most effectively? Was enough time allowed for the activities? Were the most appropriate persons involved in implementing the activities? Was a team approach used? Was the community involved and to what extent?
5. Resources—How adequate were resources? How varied and interesting were they? How appropriate were they for achieving the stu-

dent outcomes and for the age and grade level of the students? Were the materials worth the monies expended?

6. Overall organization—What program strengths and weaknesses have been revealed?

A variety of techniques and instruments for obtaining data for evaluative purposes might be used: questionnaires; checklists; opinionnaires; standardized tests; observation; external evaluators; experimental research; and self-study surveys.

Outside consultants can be helpful in providing data for program evaluation. They can assist the school staff in determining evaluative criteria, in developing techniques and tools for use in evaluation, and in interpreting the data. Consultative services may include personnel from other school divisions, faculty members from institutions of higher education, and Virginia Department of Education personnel.

All data collected through evaluation should be analyzed in terms of the stated goals and student outcomes of the program. These analyses serve as the basis for making needed changes in the program. In turn, any program modifications also must be evaluated. Such evaluation assists administrators, counselors, and teachers to make decisions for program improvement and to enhance mutual understanding and responsibilities relative to the guidance program.

Communicating the evaluation results to others is one of the most vital steps in the process. Results should be communicated to central office personnel, school staff, parents, students, and the community to inform them of the effectiveness of the program.

Summary

The program of guidance must be designed to meet the needs of the students in a school. Although many of the characteristics, problems, and concerns of children and youth are universal, each school should study carefully its own students to determine their particular needs.

This program Guide is not intended to be a prescription. It can give direction to schools which need to modify, improve, and/or expand their guidance programs. The Guide provides freedom for schools to use as many suggestions as are deemed appropriate and to adapt any ideas to local needs.

Schools also must be willing to assess their priorities and to make the necessary changes to implement quality guidance programs for students. For example, increased involvement of other professionals in providing classroom guidance activities is desirable. Also, by using more clerical assistance or paraprofessionals for handling routine office procedures, increased time is available for counselors to provide more effective guidance and counseling programs for students.

To help in determining progress during the process of guidance program development, a Program Development Checklist is useful. An example of such a Checklist follows.

GUIDANCE PROGRAM DEVELOPMENT CHECKLIST

Planning

____ 1. Have the school's philosophy and goals for education been reviewed and determined to be congruent with SOQ, accrediting standards, and legislative mandates?

____ 2. Has administrative support for program planning activities been obtained?

____ 3. Have the program planners become knowledgeable about the phases of program planning, including needs assessment, program design (objectives and counselor strategies), and program evaluation?

____ 4. Has a guidance committee, or representative committee, been established to assist in implementing the program planning process?

____ 5. Has a tentative timeline been developed for each phase of program development?

____ 6. Have populations to be surveyed, such as students, teachers, parents, and administrators, been identified?

Assessing Needs

____ 7. Have needs assessment instruments been selected and administered?*

____ 8. Have other sources of available data been used which reveal student needs such as accreditation reports, drop-out rates, attendance, follow-up data, etc.?

____ 9. Have data acquired through the needs assessment process been collected and summarized?

____10. Have the needs of students been ranked according to priority as indicated from the summary of data?

____11. Has the status of the guidance program been determined in terms of its ability to meet students' identified needs?

____12. Have the desired program changes been defined to determine what changes should be made to reconcile what is being done with what should be done?

Designing the Program

____13. Have objectives been written to meet students' needs, ranked according to priority?

____14. Have strategies/functions been developed to achieve the stated objectives?

____15. Have such factors as personnel, resources, time, and facilities been included for each strategy/function?

Evaluation

_____16. Have the types of information needed to indicate the attainment of objectives been determined?

_____17. Have appropriate measurement techniques such as questionnaires, standardized instruments, and observations been selected?

_____18. Have the data been collected and analyzed?

_____19. Have guidance program strategies been modified in light of evaluation findings, if indicated?

_____20. Have results of the evaluation been reported to appropriate groups?

*(Some instruments are available from the Guidance Services, Virginia Department of Education.)

PROGRAMMATIC CONDITIONS AND FUNCTIONS

An effective guidance and counseling program requires that certain conditions exist and that counselors at all levels perform a variety of functions. These conditions are essential to the program: (1) endorsed guidance personnel, (2) a student/counselor ratio as specified in *Standards for Accrediting School of Virginia*, published by the Virginia Department of Education, (3) administrative support, (4) appropriate guidance facilities, (5) clerical assistance, (6) teacher, parent, and community involvement, and (7) supervisory consultation and assistance.

Specific counselor functions are discussed comprehensively in the following sections.

A. **Counseling**

Counseling is a process through which a professionally trained counselor employs specific counseling techniques to assist students in the following:

understanding self and others;

gaining knowledge about education, work, and leisure; and

exploring alternative courses of action and making realistic decisions and plans.

Counseling is a direct method of helping students achieve their personal-social, academic, and career goals. Counseling is developmental in that it emphasizes the acquisition of knowledge and skills needed for self-direction and independence; furthermore, it is also remedial in that it assists students to master or cope with problems or concerns.

Counseling is provided for all students. Although most students face similar developmental concerns, some experience unique concerns. Among these groups are the handicapped, the gifted, students with alcohol or drug problems, children of single parent families, and minority students. The school counselor must be aware of and responsive to the special needs of these students and plan and provide needed guidance and counseling experiences for them or referring them to appropriate resources for assistance.

1. **Individual Counseling**

Individual counseling provides a confidential setting in which students are assisted to examine and understand feelings, attitudes, concerns, and behaviors; to explore alternatives and make decisions; to carry out their decisions and evaluate the results; and, when necessary, to engage in further decision-making, implementing, and evaluating. Such factors as the nature of developmental tasks, personal concerns, and motivation and maturation levels will determine the length, frequency, and the number of sessions needed by individual students.

Individual counseling requires that the counselor establish with the student a close relationship characterized by respect, understanding, openness, acceptance, and trust. The counselor also employs skills and techniques which facilitate the counseling process and promote student growth. The counselor should recognize when the student requires long-term counseling or the services of another professional. In such cases, the counselor refers students and/or assists parents to obtain the needed services from appropriate resources in the school or community.

Because counseling tends to be most effective when students are self-referred, counselors should function in such a way that they are perceived as being easily accessible, concerned, and understanding helpers. At times, counselors may initiate individual conferences with students. Likewise, students may be referred by parents, teachers, administrators, and other school personnel for counseling; however, the student's consent and willingness to participate in counseling is necessary in order to benefit from such services.

Counselors may create a greater awareness of the counseling process through activities such as the following:

provide opportunities during which students may develop increased understanding about their interests, abilities, attitudes, and how these may serve as a basis for making educational and career decisions;

survey students to determine topics for group guidance and counseling; provide the needed opportunities during the year when these topics may be discussed;

collaborate with teachers, administrators, and parents to identify and refer students in need of special services, such as mental health, welfare, employment, and health;

develop procedures by which teachers may

identify and refer students with learning problems, students who are disruptive, and those who may be potential dropouts;

arrange case conferences for the purpose of studying the individual student. Typically the participants in the case conference will be counselors, teachers, administrators, parents, visiting teachers, nurses, doctors, psychologists, and others who may contribute to a better understanding of the student; and

distribute to students, parents, teachers, and administrators information explaining the services of the guidance department, including the availability of individual and group counseling and the procedures for securing these services.

In addition to counseling with students, counselors may also counsel with parents. Short-term individual parent counseling frequently is indicated when students experience a family crisis such as separation, divorce, illness, or death. Parent counseling may be used to strengthen the support system and home environment needed by the student. Parents needing long-term counseling should be informed about the availability of appropriate services outside the school and should be assisted to obtain the needed services. In such cases, follow-up should be implemented by the counselor so that the school and agency may work cooperatively to help the student.

2. **Group Counseling**

Group counseling is used frequently with students experiencing commonly shared concerns and/or developmental difficulties in areas such as interpersonal relationships with peers and adults, home problems, school attendance, and academic underachievement. In such situations, emphasis is on problem solving and the development of positive attitudes and effective personal skills.

Counseling groups also are conducted for purposes of enhancing the personal growth of children who do not have serious difficulties. Such children are assisted to understand themselves and others better and to develop skills in such areas as communications, decision-making, and effective group participation.

Group counseling provides students with support and immediate feedback from peers and the counselor regarding attitudes and behaviors in a secure, caring environment. It also enables students to give help to others as well as to receive help, to practice new interpersonal and decision-making skills, and to learn that others experience feelings and concerns similar to their own.

Counseling groups will vary in size according to the age of the students; typically, the younger the children, the smaller the group size. For upper elementary, middle, and secondary students, the groups should not exceed eight members. While the number of group sessions may vary according to the purposes of the group, generally six to eight weekly sessions are recommended. The length of sessions may range from fifteen minutes for kindergarten children to one hour or more for older students.

Students may become members of counseling groups at their own request, through adult referrals, or by counselor suggestion. The student's expressed willingness to participate in a group and to observe the group rules is essential for positive outcomes. Parental support is also important for positive outcomes; therefore, it is prudent to keep parents informed about group counseling activities. Group counseling may be inappropriate for some students. Those who do have concerns of a very personal nature, or who are experiencing traumatic or serious emotional problems should not be placed in school counseling groups.

Group counseling and parent training groups also are effective in assisting parents in developing constructive attitudes, understandings, and behaviors which benefit children. Small group sessions for parents can help them understand their children better and acquire techniques for rearing them more effectively.

B. **Group Guidance**

Developmental group guidance is a planned, sequential program of learning experiences designed to foster the personal-social, academic, and career development of all students. The program consists of a variety of activities carried on through specially organized groups conducted by counselors and by teachers working in collaboration with counselors in classrooms.

The curriculum for developmental group guidance focuses systematically on the following areas:

orientation and transition to new school situations, new experiences, and new people;

understanding one's interests, abilities, skills, achievements, and personal characteristics;

understanding and working with other people;

exploring work and educational opportunities;

learning the decision-making process;

developing plans for education and careers;

exploring the role of leisure in one's life; and

developing desirable habits, attitudes, and values which are important to success in educational and vocational pursuits.

The guidance group provides a setting for decision-making and for planning and assimilating information needed to gain insight into the values and concerns that other students have and which individuals can compare with their own. The guidance group often affords the opportunity for self-examination and self-criticism. Individuals identify with others in the group and are encouraged to express their uniqueness as they gain support and help from the group. Group activities facilitate student growth in numerous ways.

Through interaction in group guidance, students have opportunities to develop a better understanding of themselves, to improve their self-images, to acquire an awareness and understanding of their own feelings and those of others, to identify and clarify their personal values, to develop self-direction, and to understand that other students of the same age have similar problems. Group guidance usually encourages students needing additional help to see the counselor on an individual basis, and it may also help the counselor or teacher identify students who need individual or group counseling.

The school classroom provides a setting where much group guidance can be implemented. Both affective and cognitive growth of students can be fostered. Guidance topics often can be fused with the subject content, thus meeting both the guidance and the instructional needs of students.

The counselor may sometimes be the group guidance leader, with the teaching assisting, or the teacher may assume the leadership role with the counselor serving as consultant or as a resource person. The best situation occurs when teacher and counselor work as a team to develop the purpose and content of the sessions, to select activities and resources, and to help students evaluate their progress toward achieving their expected outcomes.

A special type of group guidance—the teacher advisory program—may be used primarily at the middle and secondary school levels. The advisory program involves the scheduled use of school time to provide a home base of operation for students and a point of contact for parents. Strengthening relationships with students is the prime objective of an advisory program, which may include only teachers or may involve other professional personnel. It offers activities which promote self-esteem, develop decision-making and human relations skills, and provide goal-setting experiences. Contact with parents is an important function of the program and, through the year, serves as a link between home and school.

An advisory program has the following four goals:

to enable students to better understand themselves, the advisor, and the school program;

to enable advisors to know one group of students well. Advisors are aware of the significance of the feelings they generate within the classroom and are equipped with the skills needed to facilitate productive individual and group interaction;

to enable parents to have a better understanding of the school program and their children's progress through frequent communication with the advisor; and

to increase guidance services available to each child as other educators share the guidance role with counselors.

The school counselor plays an important coordinating role in the advisory program, offering extensive inservice programs for teachers and administrators for enhancing their group-process skills, developing and coordinating advisory activities, and serving as a resource for students and parents.

C. **Consultation**

Consultation, involving the counselors, parents, teachers, administrators, pupil personnel specialists, and community agency personnel is another major component of the guidance program. Consultation involves the mutual sharing and analysis of information and ideas needed for making decisions about strategies and interventions for helping students. Older students may be aware of and involved in the consultation process.

To be effective, consultation must be characterized by cooperation, openness, and mutual respect; each participant brings to the endeavor knowledge, information, and views about students. The use of this team approach in the school greatly enhances the likelihood of success in helping students. In some school divisions, consultation groups known as student study teams or pupil personnel services teams, utilizing the case study approach, meet periodically at scheduled intervals to discuss specific students. These teams typically are composed of the counselor, school psychologist, social worker/visiting teacher, medical personnel, principal, and the student's teacher(s).

Consultation may result in helping not only students but also adults involved in the process;

school personnel, parents, and other adults may increase their understanding of student developmental needs and behaviors, of student problems and concerns, and of the total educational program.

For consultation to be fully productive, accurate reports should be given to appropriate persons; if these reports are of a confidential nature, guidelines relating to student records should be followed. The final step in consultation is follow-through to implement any suggestions or recommendations that appear to be beneficial for the student involved in the process.

D. **Coordination**

Coordination is the function of organizing all the activities related to guidance and counseling into a continuous and meaningful sequence. It involves careful use of personnel, space, materials, and equipment. In effect, coordination is the "clearinghouse" where the information from all sources is considered in such a way that each part complements the other.

Coordination includes the following:

organizing guidance services for the greatest impact on all students;

selecting and maintaining current educational and career information materials;

facilitating the dissemination of information pertinent to needs of students;

disseminating information about educational opportunities, programs of study, and educational placement;

articulating job placement of students with Virginia Employment Commission, work-study teachers, and others;

identifying referral resources needed by parents, students, and teachers;

facilitating the referral of students to the appropriate agencies or persons within or outside the school and maintaining communication with them;

articulating educational placement of students into post-secondary institutions;

participating in orientation programs to promote the smooth transition of students from one school to the other;

informing students, parents, school staff, and community about the purposes and activities of the guidance program;

offering appropriate inservice for teachers and administrators;

serving as a resource person for students, parents, and teachers in classroom guidance and an advisory program;

conducting child study efforts; and

planning career exploration activities.

E. **Information**

Major objectives of the information service are to collect, evaluate, and provide students with personal, educational, social, and career materials. Such information is needed to help students make decisions about a variety of issues in their lives.

In order to provide quality guidance, students need a variety of materials directed toward different levels of ability. These materials should be organized in a systematic manner and located in a convenient area of the school.

Specific functions of counselors for providing information services are as follows:

provide occupational, educational, and financial aid information to students through one or more of the following procedures:
- individual counseling
- group guidance sessions
- courses in career planning
- school newspaper, bulletin, or newsletter
- field trips to community agencies, businesses, and educational institutions
- college-day programs
- career days
- sharing information with media specialists and teachers;

coordinate, with the school faculty, orientation programs which include all the information new students need to know about the school;

invite parents of incoming students to the school to familiarize them with the educational program and physical plant. Schedule at least one meeting in which parents' questions about the school may be answered;

encourage development of a student handbook to be provided for all students;

provide information pertaining to curricular and co-curricular activities for all students; and

provide information to parents and students about post-secondary school options.

F. **Individual Assessment**

The individual assessment service is the function in guidance which provides knowledge about the students—their needs, characteristics, backgrounds, achievements, and aspirations—so that professional school personnel may better assist them to gain self-knowledge and self-direction. Data are used by professional personnel in planning guidance and instructional programs and by students to provide information needed for decision making.

The major objectives of individual assessment service are the following:

to assist students in identifying their interests, aptitudes, and abilities;

to assist students in identifying academic problems which may be hindering achievement;

to assist students in using information about themselves as they plan their educational program and make tentative career choices; and

to assist students to use information about themselves as they make post-high school plans;

to conduct individual and/or group meetings with students to interpret test results; and

to inform students and parents of the counselor's availability for individual conferences.

In the school testing program, the counselor serves as a coordinator rather than as an administrator of tests. Essentially, the counselor: 1) assists parents, students, and school personnel to understand the nature and purposes of standardized tests, such as those included in the statewide testing program; 2) helps school personnel in the proper administration of these tests and in providing suitable conditions for testing; 3) assists students acquiring test-taking skills and positive attitudes toward testing; and (4) participates in interpreting test results with parents, teachers, and students so that they may be used to the best advantage of the students.

G. **Placement**

Placement refers primarily to two types of services: first, students are assisted to move on to the next level of their educational program; second, students are provided help, upon leaving school, to continue successfully a program of advanced education and/or to enter employment.

Placement primarily involves assisting students to plan programs of study for successive grade-levels and assisting graduates and those who level school before graduation to obtain employment, to continue education, or to engage in a combination of employment and education. Examples of placement activities are the following:

assisting students at all grade levels in planning programs of study which are consistent with their abilities and interests and which prepare them for advanced education and/or employment;

consulting with teachers when placing students with learning and physical disabilities into appropriate programs of study;

counseling individually with all middle and high school students regarding their post-high school plans;

assisting students who plan to continue their education beyond high school in selecting possible post-high school institutions;

providing students who plan to continue their education beyond high school and providing their parents assistance in completing application forms and information about possible sources of financial assistance; and

conducting exit interviews with all students to aid them in making the transition from school to work or to post-secondary educational and training programs.

For a comprehensive discussion of the implementation of employment counseling and placement services for students graduating from or leaving the public schools, refer to *Guidelines for Employment Counseling and Placement*, Guidance Service, Virginia Department of Education, April, 1976.

H. **Evaluation**

The process of evaluation indicates strengths and weaknesses of a guidance program, thus providing a basis for improvement and reorganization. It is also a process by which the worth of the guidance program may be demonstrated. Evaluation of the guidance program is based on program objectives and counselor functions as determined by the needs of the students, legislative mandates, and societal expectations for the school. To obtain data concerning the extent the guidance program is meeting the objectives, counselors use a variety of techniques.

1. **Follow-up**

While there is no set rule regarding the spacing of follow-up contacts with former students, many counselors conduct follow-up surveys at one, five, and ten years. A lapse of several years between a student's attendance and a follow-up contact should increase the validity of the information the students provide. The interview with former students, while practical only for those who still live in the community, is an acceptable follow-up procedure. The questionnaire, however, is the most widely used and most useful follow-up technique. Schools which have used both a simple double postal card type of questionnaire and a much longer printed form indicate that the shorter questionnaire has resulted in more responses.

2. **Enumerative Data**

Information indicating how counselors spend their time provides insight as to the amount of time counselors spend performing tasks which may not be considered counseling and guidance in nature. Maintenance of a counselor's time analysis chart or log, for at

least a month at a time, is essential for pointing out discrepancies between appropriate and inappropriate functions and for enabling the counselor to maintain appropriate balance in the time devoted to serving students.

3. **Opinionnaires/Questionnaires**

   Perceptions held by others about the guidance program are important sources of information. One of the most commonly used procedures, the survey, seeks informed opinions by students, teachers, administrators, and selected parents about the guidance program. Care should be exercised in selecting the population sample and in collecting only essential information; greater participation by those surveyed may be obtained by specifying clearly the purposes of the survey. Such surveys should be made at least once a year.

4. **Case Study**

   The case study technique is another type of evaluation. While the counselor maintains records for all students counseled, case studies should be conducted on a minimum of five students per year. The studies should include the following information: (a) student's reason for seeing the counselor; (b) counseling approaches used; (c) frequency of counseling; and (d) student behaviors upon termination of counseling. Generally, several weeks or months may elapse before a case study can be completed.

5. **Experimental Research Designs**

   To improve the effectiveness of guidance and counseling programs, it is important that counselors engage in research. Counselors should take an active role in systemwide guidance research; however, this research should not replace continuous evaluation as a component of the total program.

   Experimental research designs allow for systematic and quantified measures of evaluation. Many counselors, however, tend to characterize these designs as too sophisticated or scientific. Many others think these are the only approaches to be used in evaluation and, consequently, they reject the whole idea of evaluation as being impractical. If counselors are uncertain about their capabilities in performing experimental research, it is recommended they seek assistance from a variety of sources, including research personnel in their school divisions, the Division of Research, Evaluation, and Testing in the Virginia Department of Education, or from colleges and universities.

   In conclusion, it should be emphasized that no single evaluative procedure will provide all the data needed to evaluate the effectiveness of guidance programs; however, a combination of any or several of the techniques mentioned will yield data which may be used for evaluation purposes.

OTHER PERSONNEL HAVING RESPONSIBILITY FOR THE GUIDANCE PROGRAM

A developmental guidance program is multidisciplinary, requiring collaboration and teamwork. Although counselors plan, direct, and carry out most of the guidance and counseling activities, the responsibility for the program is shared with teachers, administrators, supervisors, parents, and members of the community.

School Level

Principal

The principal performs an essential role in the successful operation of the guidance and counseling program. In fact, the principal's involvement in and support of a quality program is critical.

The principal contributes to the guidance program in the following ways:

serving as a model for good human relations among staff and students;

developing, promoting, and facilitating inservice programs for staff development;

choosing staff members who have a sincere concern for the well-being of students;

promoting understanding of the guidance and counseling program in the school through good public relations and by encouraging parent contacts with counselors;

evaluating and assessing need for change that will enhance pupil growth physically, mentally, socially, and emotionally;

developing a master schedule and class grouping that facilitate and foster strong instruction and accessibility of counselors to students;

working closely with the guidance staff in the development of programs that will make both administration and counseling functions more effective;

providing adequate budget and facilities for an effective guidance program; and

providing adequate clerical assistance for counselors.

Teacher

A key person in the guidance program is the teacher. The teacher performs a collaborative role with the counselor in fostering the personal, academic, and career development of students.

Teachers contribute to the guidance program as follows:

creating a positive climate in the classroom and using this setting as an opportunity to establish rapport and positive teacher-student relationships;

providing opportunities for students to be involved in decision-making and problem-solving activities in the classroom;

identifying students experiencing difficulties in the classroom and referring them to the counselor;

encouraging students to seek help from the counselor when necessary;

incorporating career exploration units within their subject areas;

emphasizing the career implications of each subject area;

working with parents and counselor to help students;

participating with the counselors in planning, implementing, and assessing the guidance program;

providing group guidance activities as an integral part of the curriculum;

participating on the school guidance committee; and

informing others, both within and outside the school, about the guidance program.

Guidance Coordinator

In many schools, the guidance coordinator, in cooperation with the principal, organizes, administers, coordinates, and supervises the guidance program. The guidance coordinator should possess leadership and organizational skills and knowledge of public relations and student growth and development.

The functions of the guidance coordinator include the following activities:

providing the needed leadership for the development and delivery of the guidance program;

consulting with school personnel relative to planning, organizing, managing, and evaluating a developmental school guidance program;

conferring on a regular basis with the principal concerning the overall operation and implementation of the guidance program;

determining student counseling assignments, delegating assignments, managing budget, and establishing other department procedures;

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compiling information about resources available in the school and in the community;

planning and implementing inservice training for teachers in areas such as communication skills, child development, decision-making, and clarification of values; and

directing the evaluation of the guidance program and being involved in planning for program changes.

Division Level

Division Superintendent

The division superintendent provides active leadership for immediate and long-range planning for all aspects of the guidance program. Through the superintendent's own leadership or through that of an assigned designee, provisions are made for necessary supervision in matters of finance and curriculum as they relate to guidance programs. In addition to coordinating personnel needs, the superintendent or an assigned designee also provides the structure and planning for public relations and for informing parents and community members about the guidance program as an integral part of the total school program.

Supervisor of Guidance

Some school divisions have a person in the central office who is responsible for the organization and supervision of the guidance programs. The duties of the guidance supervisor include the following:

interviewing, selecting, and supervising guidance personnel;

coordinating the development of the guidance program designed for appropriate grade levels;

preparing program guidelines, descriptions, and publications;

editing and recommending adoption of guidance materials;

providing for continuous appraisal of school guidance service;

providing inservice training for guidance personnel;

consulting with administrators about guidance program concerns and counselor role and functions;

visiting schools to observe the guidance program and counseling methods; and

interpreting required reports and presenting budget requests.

Parents/Community

Parents and members of the community are valuable contributors to a school guidance program in the following ways:

volunteering to work with the guidance program in the school;

encouraging their children to seek the services of counselors;

serving on committees to evaluate school guidance programs;

speaking to school groups about their occupations, hosting field trips to their places of employment, and allowing students to visit their work settings and observe the work they perform;

providing information to counselors about their children's needs;

supporting the school's guidance program by informing others about it; and

serving on the school's guidance committees and helping to obtain adequate funding for the program.

State Level

The Guidance Services staff of the Virginia Department of Education provides leadership and professional assistance in planning, expanding, and improving public school guidance and counseling programs in Virginia. Staff members' roles include the following:

recommending suggestions for the improvement of guidance programs and facilities;

responding to requests for information and materials related to guidance;

interpreting federal and state laws and regulations related to guidance, including accrediting standards and Standards of Quality;

interpreting Virginia Board of Education policies related to guidance;

assisting in planning and implementing innovative guidance projects;

consulting with superintendents and supervisory personnel relative to planning, organizing, managing, and evaluating guidance programs;

consulting with principals and counselors in individual schools relative to assessing student needs, establishing guidance objectives, planning guidance facilities, planning and implementing a program of guidance services, using appropriate guidance procedures and techniques, selecting and using guidance materials, and evaluating school guidance programs;

conducting workshops and inservice for purposes of helping guidance personnel to keep abreast of current developments in guidance and to upgrade their guidance and counseling skills;

assisting in the planning of guidance conferences;

participating in workshops conducted by colleges and school divisions;

providing information to the other services within the Department of Education and working cooper-

atively with them in promoting better utilization of such programs; and

promoting increased understanding of aims, objectives, and functions of the public school program.

In writing this Guide, an effort has been made to describe fully the nature, scope, and delivery of quality developmental guidance and counseling programs for all students from kindergarten through grade 12 in the public schools of Virginia. To assist school division personnel further in planning for and providing such programs, pertinent information has been included in the Appendices regarding the characteristics of students; selected theories of human development; staffing patterns for school counselors; and counselor professionalism.

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APPENDICES

APPENDIX A
CHARACTERISTICS OF STUDENTS

In the following sections, descriptions of students' developmental stages are provided according to the expected patterns of growth during the years in elementary, middle, and secondary schools. In addition, the implications of these developmental patterns as they apply to counseling are presented. Counselor understanding of the information provided should result in increased sensitivity to and understanding of students' needs.

Characteristics of Elementary School Children

The child of elementary school age occupies a special place between the rapid growth of the preschool period and the emergence toward adulthood during adolescence. During the elementary school years, physical growth tends to be slow and fairly uniform until puberty, although there is a wide variation in height, weight, and body build both within and between the sexes. Bodily disproportions, toothlessness, and a tendency to carelessness in grooming may give the child a homely appearance. Typically, sex differences become more pronounced in late childhood as girls begin their puberty growth at least a year earlier than boys.

Most children enter school ready to begin learning the lessons, values, and skills necessary for productive membership in a democratic society. Generally, there is high motivation and potential for cognitive growth and much curiosity and desire for accomplishment. Communication skills assume more importance, and the vocabulary of the school age child increases rapidly. Frequently, children begin to use slang, swear-words, and "secret" or code words.

Elementary school children become increasingly influenced by their peers as the group acts as an agent of socialization, setting standards for behavior. The roles assigned to children by their peers are harmful to some and advantageous to others; friendships fluctuate and some cruelty is not uncommon. Between the ages of about seven and eleven, girls and boys are divided socially and are often antagonistic to each other. Rigid and inflexible notions of right and wrong gradually shift during the elementary school years as children become more relativistic and unable to take into account circumstances surrounding behavior. They often question family codes of behavior. Misbehaviors of many children during these years may be the result of conformity to their peer group and their need for peer approval.

The child's self-concept continues to be influenced by the home environment but becomes highly susceptible to the influence of friends and classmates and to school achievement. The elementary school years are vital to the child's development of self-esteem as teachers and peers provide feedback for self-evaluation. With sufficient positive messages from these significant others, the child emerges with a sense of confidence and competence.

Considerable research has been conducted regarding child growth and development. For purposes of this discussion, the theory of Arnold Gesell is explored as an example of the developmental viewpoint. The extensive, longitudinal research conducted by Gesell revealed behavioral stages of development in children. He found that, although each child possesses unique characteristics, children's behavior in many respects is a function of their ages. In other words, certain behavior is typical of children of the same ages. (Explanation of other theories are included in the Appendix of this document "Theories of Human Development," page 33.)

According to Gesell (Ilg and Ames, 1955), the stages of behavioral development in children occur in cycles. Initially, in each cycle, children experience a period of equilibrium in which they function well and feel good about themselves and their world. This is followed by a transition period in which the behavior begins to break up and life goes less smoothly than before. The final period in the cycle is a time of disequilibrium. During this period, children experience difficulty and are unhappy with themselves and others.

These stages of behavioral development are normal for all children. Each child goes through them in the same order, and none may be skipped. Due to some maturational differences, a child may enter a stage a little earlier or later than described in Gesell's developmental profiles; however, in general, they are excellent guides for understanding child development and behavior. Furthermore, they are invaluable aides for planning parent, counselor, and teacher strategies to help children progress successfully through the stages. A description of the stages of the behavioral development of elementary school children and the counseling implications of each were provided by Muro and Dinkmeyer (1977) and adapted as follows:

DEVELOPMENTAL AGES	GUIDANCE IMPLICATIONS
The Five-Year-Old Child	
Is "good," helpful conforming Attempts only those things ensuring success Needs attention, affection, praise Is energetic and "fidgety" Has short attention span May show opposite extremes of behavior "Good" behavior may break up as school year progresses	Collaboration with teacher in classroom guidance is important Use positive approach, not problem-centered Use play, art, media as tools for communication Guidance activities and counseling session should be kept brief due to short attention spans of five year olds
The Six-Year-Old Child	
Is extremely egocentric; wants to be center of attention, "best" and "first" Has boundless energy May be oppositional, silly, brash, critical Cries easily; shows a variety of tension-releasing behaviors Is attached to teacher Has difficulty being flexible Considers fantasy as often real	Continue working closely with teacher Use play and media Use positive approaches as child continues to resist problem areas Help child control impulses and provide limits Role-playing can be effective Bibliocounseling helps Counsel individuals early in day View most "crises" as developmental Counseling groups should be limited in size to two or three children
The Seven-Year-Old Child	
Behavior is more calm, organized, thoughtful Can begin to reason and concentrate Worries, is self-critical, and expresses lack of confidence Demands teacher's time Dislikes being singled out, even for praise	Child is now amenable to verbal approaches Classroom meetings and group guidance can be successful Child can show self-insight, but doesn't want to be a "problem child" Counseling can focus on feelings Use fantasy as tool Somewhat longer sessions are possible
The Eight-Year-Old Child	
Age is explosive; excitable, dramatic, inquisitive Possesses "know-it-all" attitude Is able to assume more responsibility for actions Actively seeks praise May undertake more than can be handled successfully Is self-critical Recognizes needs of others	Counseling groups may be expanded to include six children Focus on peer relationships Focus on self-control and self-regulation Can use rational approaches Children have less interest in play media
The Nine-Year-Old Child	
"General confusion" age Distance between child and adults; may rebel against authority Group membership is important Seeks independence Possesses high activity level Can express wide range of emotions and verbalize easily Can empathize Can think independently and critically, but tied to peer standards Begins to increase sense of truthfulness Typically not self-confident	Counselor may find it more difficult to establish close relationships Group counseling, especially with structured games and activities, works well Counseling verbal techniques can be used as "leads" Classroom meetings, values, and feelings groups are constructive Focus on self-concept

DEVELOPMENTAL AGES	GUIDANCE IMPLICATIONS
The Ten-Year-Old Child	
Has positive approach to life Tends to be obedient, good-natured and fun Possesses surprising scope of interests TV is very important; identifies with TV characters Is capable of increasing independence Increases in truthfulness, dependability Tends to improve in self-concept and acceptance of others Forms good personal relationships with teachers and counselors	Perfect time for group counseling, group guidance, classroom meetings, self-concept groups, values clarification Educational TV programs are of high interest Likes bibliocounseling Can arrive at own insights in individual counseling May make brief, spontaneous self-referrals Can learn to be co-leaders and peer counselors
The Eleven-Year-Old Child	
Heads toward adolescence Shows more self-assertion, curiosity Has social expansiveness and awareness Has physical exuberance, is restless, wiggly, talks a lot Has range and intensity of emotionality, moody, easily frustrated Can relate feelings Is competitive, wants to excel, may put down "out group" Has "off-color" humor, silliness Teases and tussles	Counselors and teachers need patience and sense of humor In-depth counseling is rare; emphasize action rather than insight Functions well in groups; same-sex groups are easier to manage Be ready to respond to sexual interest and questions, especially from girls Forming contracts and making joint plans can be successful Counseling sometimes tends to center around the teacher as "enemy"
The Twelve-Year-Old Child	
Age of in-between childish and mature behavior Is spirited, enthusiastic Can "stay put" longer; exercises self-control Has growing sense of intuition and insight into self and others Is less moody; may be good-natured around adults Becomes increasingly self-reliant and self-centered Is curious but not ready for long-term planning Has strong desire to be like peers	Ideal age for group counseling Mixed-sex groups can now be utilized Likes activities designed to identify potentials Counselor may find sex an important issue with misinformation a concern Counselor can begin to use "adult" counseling skills and techniques

Other opportunities to study and to understand children arise from the concerns children have. Drinkmeyer and Caldwell (1970) stated that a representative sample of the elementary school children reported problems and/or concerns related to the following four general areas of living.

1. School
   - Understanding the teacher and being understood by the teacher
   - Being afraid to ask questions
   - Coping with work that is too hard
   - Wanting to improve in some specific subjects
   - Not liking a specific subject area
   - Being loaded with work that is too easy
2. Family relations and home
   - Wanting to get along better with parents
   - Feeling parents are too strict and expect too much
   - Wanting to get along better with siblings
   - Wanting to do more things with parents
3. Relationships with others
   - Needing more friends
   - Being picked on
   - Getting children they like to play with them
   - Being afraid to talk with people
   - Learning to get along with others, to belong or to be accepted
4. Self
   - Feeling unhappy
   - Feeling inadequate, physically, socially, or personally
   - Learning how to manage feelings
   - Learning to deal with shyness of feeling lonesome

CHARACTERISTICS OF MIDDLE SCHOOL STUDENTS

Early adolescents are in a particularly difficult state of development. As stated in the *Guidelines for Middle Schools in Virginia* (1980), "early adolescents are in a phase of life when it is time to begin to be oneself; a time to imagine and create; a time to seek a self image; a time to look back and to look forward; a time to wonder; a time to begin a love affair with life; a time to doubt; a time to pause with hesitations; it is also time to approach life's realities, filled with happiness as well as uncertainty. It is a time in fact when young people are no longer children and not yet adults" (p. 4).

Middle school students are experiencing dramatic changes in physical development, although the rate at which this development occurs varies individually. Changes in height and weight and in body chemistry are taking place along with rapid sexual development. This heightened physical growth, together with their tendency to be very active, causes frequent fatigue in early adolescents. Many of them find it difficult to cope with the many changes taking place in them and compare themselves unfavorably to their peers. At the same time, they are often concerned about their ability to learn and whether or not they can meet the expectations of parents and other adults.

Students of this age are sensitive and have a strong need for approval from others; thus, deflating comments or criticism sometimes have debilitating effects. Conversely, they are frequently thoughtless and calloused in their relationships with one another. They seek associations, relationships, and links with people, things, and new ideas. They are particularly concerned about peer approval and acceptance, and they need close friends their own age who can provide the comfort and understanding they find hard to get from adults.

Most early adolescents enjoy team sports, thrive on competition, work hard at perfecting athletic skills, and respect good sportsmanship. They seek values in simplified, concrete forms; are often hyperidealistic; and demand fair treatment. They are usually excitable, easily motivated, creative, inquisitive, and eager to explore; but, if not active participants in learning situations, they may easily drift into daydreams. Above all, they feel the need to establish a realistic self-image and a unique identity apart from parental influence; however, at the same time, they have anxieties related to their futures.

Extensive research has been conducted by the Gesell Institute of Child Behavior for understanding child growth, development, and typical behavior of this age group. The following development profiles of early adolescents, (Muro and Dinkmeyer, 1977) result from that research and are a useful reference for school personnel.

DEVELOPMENTAL AGES	GUIDANCE IMPLICATIONS
The Ten-Year-Old Child	
Has positive approach to life	Perfect time for group counseling, group guidance, classroom meetings, self-concept groups, values clarification
Tends to be obedient, good natured and fun	
Possesses a surprising scope of interests	
TV is very important; identifies with TV characters	Educational TV programs are of high interest
Is capable of increasing independence	
Begins to increase in truthfulness dependability	Likes bibliocounseling
Improves in self-concept and acceptance of others	Can arrive at own insights in individual counseling
Forms good personal relationships with teachers and counselors	May make brief, spontaneous self-referrals
	Can learn to be co-leader and peer counselor
The Eleven-Year-Old Child	
Is heading toward adolescence	Counselors and teachers need patience and sense of humor
Shows more self-assertion, curiosity	
Is sociable	In-depth counseling is rare; emphasize action rather than insight
Is physically exuberant, restless, wiggly; talks a lot	
Possesses range and intensity of emotionality; moody, easily frustrated	Functions well in groups; same-sex groups are easier to manage

DEVELOPMENTAL AGES	GUIDANCE IMPLICATIONS
Can relate feelings Is competitive, wants to excel, sensitive, needs group identity "Off-color" humor, silliness Teases and tussles	Be ready to respond to sexual interest and questions, especially from girls Forming contracts and making joint plans can be successful Counseling sometimes tends to center around the teacher as "enemy"
The Twelve-Year-Old Child	
Age of in-between childish and mature behavior Is spirited, enthusiastic Can stay put longer; begins to demonstrate self-control Begins a growing sense of intuition and insight into self and others Is less moody; may be good-natured around adults Becomes increasingly self-reliant and self-centered Is curious but not ready for long-term planning Has strong desire to be like peers	Ideal age for group counseling Coed groups can now be utilized Likes activities designed to identify potentials Counselor may find sex an important issue with misinformation a concern Counselor can begin to use "adult" counseling skills and techniques
The Thirteen-Year-Old Child	
Is more critical of self as well as others Often withdraws, seeks aloneness A period of momentous transitions and vacillation Tends to be reflective Tends to have more worries, fears Conforms to dress and behavior of peers Delights in the mistakes and errors of others Tends to be somewhat shy and unwilling to perform in front of peers	Counselors and teachers need to be very sympathetic and understanding Focus on self-concept Excellent time to emphasize group discussion, classroom guidance, decision-making, and values clarification Coed groups should continue to be provided Intensive individual counseling may be appropriate for this age group
The Fourteen-Year-Old Child	
Is more outgoing and happy; usually less sensitive and irritable Relationships with parents, siblings, and other adults tend to be more stable Appears to be more mature and self-confident Expresses feelings more openly Likes self better; involved in self-evaluation and self-acceptance Possesses a good sense of humor Prides self on good grades and athletic skills Needs to establish friendships focusing on personal qualities rather than activities Social acceptance of interaction between boys and girls Needs to learn on own, try out things, and to explore self	Excellent time for group guidance and counseling Career exploration activities should be emphasized Counselor and teachers assist students in the trasition to high school Likes activities which involve both girls and boys

CHARACTERISTICS OF SECONDARY SCHOOL STUDENTS

The major objectives of society for the development of young people is that they should achieve a sense of identity and self-esteem (Havighurst, 1975). For youth to achieve these, they need to acquire skills, knowledge, and attitudes which may be classified into two broad categories—those involving self-development and those involving other people. Citing a report of the Panel on Youth by the President's Science Advisory Committee, Havighurst (1975) summarized objectives relating to two broad categories of self-development and of social relations.

Objectives of self-development are as follows:

> achieving cognitive and non-cognitive skills necessary for economic independence and for occupational competence;
>
> becoming capable of effectively managing one's own affairs;
>
> becoming capable of engaging in concentrated involvement in an activity; and
>
> achieving capabilities as a consumer, not only of goods, but more significantly, of the cultural riches of civilization.

Objectives of social relations are as follows:

> experience with persons of different social class, subculture, and age;
>
> experience of having others dependent on one's action; and
>
> experience of interdependent activities directed toward collective goals (p. 245).

Shenker and Schildkrout (1975) wrote that adolescents may be considered to be in the process of completing four major tasks: (a) emancipation from parental dependence, (b) establishment of personal and sexual identity, (c) development of a personal, moral, and ethical code, and (d) deciding on a career and life-style.

Developmental characteristics of adolescents adapted in part from Elkind (1978) and from the publication "These Are Your Children" by Jenkins, Shacter, and Bauer (1950) may serve as useful references. While the profiles reflect typical characteristics of adolescent development, allowances must always be made for individual differences.

General Characteristics of Adolescents

Interests shift from solitary to group pursuits

Having the right or "in" type of clothing becomes particularly important

Vocational interests become more prominent and realistic

Strong attitudes towards religious, ethnic, and racial groups begin to emerge

Concern about social issues develops

True sense of self begins to develop

Parents are viewed with a more critical eye; features of family life previously accepted without contention become points of contention

Community and its resources, rather than the home, now become center of activities

School becomes more than a place for learning; it now becomes a place of socialization

Relationships with parents tend to be ambivalent

Physical Development

Rapid weight gain at beginning of adolescence; enormous appetite

Sexual maturity, with accompanying physical and emotional changes; females usually about two years ahead of males

Sometimes a period of glandular imbalance

Bone growth completed; adult height reached; improved muscular coordination

Rapid heart growth

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Characteristic Reactions

Going to extremes, emotional instability and "know it all" attitude

Return to habits of younger child—nail biting, tricks, impudence, day-dreaming

High interest in philosphical, ethical, and religious problems; search for ideals

Preoccupation with acceptance by the social group; fear of ridicule and of being unpopular; oversensitiveness; self pity

Strong identification with an admired adult

Assertion of independence from family as a step toward adulthood

High interest in physical attractiveness

Females usually more interested in males than males in females, the result of earlier maturation of the females

Special Needs

Conformity with and acceptance by the peer group

Adequate knowledge and understanding of sexual relationships and attitudes

Adult guidance which is kindly, unobtrusive, and does not threaten the young person's feeling of freedom

The assurance of security; seek both dependence and independence

Opportunities to make decisions and to earn some money

Provision of constructive recreation and if possible a "worthy cause"

When assisting young people in the various stages of development and in their transition from one stage to another, it is essential for counselors to study adolescents and to be familiar with their typical characteristics. Awareness of these characteristics will result in the counselor having insight about the stage(s) in which adolescents may find themselves, and, consequently, counselor responsiveness and effectiveness will be increased. Such insight will increase counselor sensitivity to students who seek help on a variety of problems relating to such areas as careers, family life, health, use of leisure time, civic activity, and social life.

APPENDIX B
THEORIES OF HUMAN DEVELOPMENT

Although there are many theories of human development, the six reviewed in this Guide—Havighust, Sullivan, Erikson, Piaget, Kohlberg, and Super—were selected because of their implications for guidance programs in the public schools. Each has emphasized some aspect of development, thereby contributing to understanding student behavior at various ages and/or stages and the possible impediments to normal development. The implications for the research on child development by Gesell have already been included in the section on characteristics of elementary and middle school students.

Havighurst

One of the best known theories of human development is that of developmental tasks. According to Havighurst, during each stage of human development, there are special tasks in each domain (physical, social, emotional, and cognitive) for a child to master.

Havighurst (1972) places a developmental task midway between a child's need and a societal demand, defining it as:

> "A task which arises at or about a certain period in the life of an individual, successful achievement of which leads to his happiness and to success with later tasks, while failure leads to unhappiness in the individual, disapproval by the society, and difficulty with later tasks" (p. 2).

Tasks arise from physical maturation, pressures of society, and the personal values and aspirations of the individual. "When the body is ripe, and society requires, and the self is ready to achieve a certain task, the teachable moment has come" (p. 2). The "teachable moment" concept has important implications for planning the activities and materials for guidance programs.

The task of learning an appropriate masculine or feminine social role is an example of the cultural relativity inherent in the task concept. Assigning roles and/or characteristics to boys and girls based only on their gender is not so firmly engrained in American society now as in earlier times; however, while distinctly different roles and behaviors may not be encouraged in boys and girls today, an understanding of sexual differences and physiological functioning continues to be important.

Successful accomplishment of developmental tasks in earlier stages makes success more likely in a later task phase. Certain developmental tasks found in early stages reoccur in more complex form in later stages to be readdressed. For example, in leaving home for school, the young child takes significant steps toward independence, which is also a critical task of adolescence and youth, thereby paving the way for functioning as a responsible, selfreliant, and mature individual.

The developmental tasks (Havighurst, 1972, pp. 19-35) include the following:

Elementary School Years

1. Learning physical skills necessary for ordinary games.
2. Building wholesome attitudes toward oneself as a growing organism.
3. Learning to get along with age-mates.
4. Learning an appropriate masculine or feminine social role.
5. Developing fundamental skills in reading, writing, and calculating.
6. Developing concepts necessary for everyday living.
7. Developing conscience, morality, and a scale of values.
8. Achieving personal independence.
9. Developing attitudes toward social groups and institutions.

Middle School Years

1. Developing an identity independent of adults.
2. Clarifying values and resolving moral conflicts resulting from increased independence and wider contact with the world.
3. Understanding and learning to cope with intellectual, emotional, social, and physical changes occurring in the transition from childhood to adolescence.
4. Exploring interests and capacities and their relationships to home, education, work, and leisure.
5. Developing an understanding of self in relation to the peer group.
6. Learning to make decisions and accept responsibility for self.

Secondary School Years (Adolescence)

1. Achieving new and more mature relations with age-mates of both sexes.

2. Achieving an appropriate sexual role.
3. Accepting one's physique and using the body effectively.
4. Achieving emotional independence of parents and other adults.
5. Achieving assurance of economic independence.
6. Selecting and preparing for an occupation.
7. Preparing for family life.
8. Developing intellectual skills and concepts necessary for civic competence.
9. Desiring and achieving socially responsible behavior.
10. Acquiring a set of values and an ethical system as a guide to behavior.

Sullivan

Sullivan (1953) was one of the first personality theorists to stress the importance of the elementary school years which he termed the juvenile period of development. His theory emphasized that personality develops in interaction with significant others. Sullivan believed that personality changes as new interpersonal relationships develop rather than being set at an early age. For example, a kind, skillful teacher might be able to counteract the effects on the child of a negative and impoverished home environment. Sullivan emphasized the importance upon development of the child's social environment and peer group relationships. Moving their social base from home to school, elementary children begin to find a place in a society of peers and to evaluate their own standing within the peer group. The social system becomes increasingly complex and provides norms for acceptance and rejection as well as opportunities for close emotional experiences not found at home.

A "sex cleavage" appears at approximately age eight when interests, attitudes, and activities of boys and girls begin to differ. "Even as parents try hard not to sex type their children, the peer group does a very effective job of perpetuating conventional sex roles" (Stone & Church, 1979, p. 405). This period of late childhood is termed the "gang" age during which groups of children of the same sex develop their own subculture with its rules, rituals, and roles. The "gang" is generally more pronounced in the life of the male child, drawing him into a world not dominated by adults, helping him to achieve independence from his mother, and to become more secure in his gender identity. The "gang" has significant implications for later life functioning; it fosters attitudes of teamwork and competition while assigning roles and status. Girls tend to have fewer friendships and by age 10 or 11 usually have a special "chum." Sullivan points out that these early same-sex friendships are significant building blocks for adult heterosexual relationships.

After the childhood years, preadolescence follows for a brief period which psychologically ends with the shift in strong interest from a person of one's own sex to one of the other sex. This change marks the beginning of adolescence which continues until the person has engaged in behaviors in which desires are satisfied. Late adolescence signals the beginning of the time during which one begins to be able to establish relationships of love for another person and that person becomes as significant, or almost as significant, as one's self (Sullivan, 1953, pp. 33-34).

Erikson

Emphasizing social influences and development of the "sentient (conscious) ego," Erikson has theorized eight stages of "psychosocial" development with a crisis to be resolved during each of these stages (See Table I). "Crisis" indicates the normal stresses which occur as the individual attempts to resolve the conflict between self needs and the continuing demands of the environment. Resolution of a crisis depends upon a favorable ratio of success to failure and is necessary for healthy development. Failure to resolve a crisis arising during an earlier stage results in the individual's readdressing that crisis during subsequent stages until successful resolution is achieved.

If they have sufficient success in resolving the three crises of infancy and early childhood, elementary school children typically are trusting, autonomous, and possess initiative. During the fourth life stage, children are working on the development of industry and feelings of competence versus feelings of inferiority. Erikson describes the child during this stage as having an "enormous curiosity . . ., a wish to learn, a wish to know" (Evans, 1967, p. 26). A sense of accomplishment and life-long attitudes toward learning and work need to be developed during this period. If children meet failure in school, if too much is expected, or if achievement is unattainable, a pervading sense of inferiority results which causes them to give up on themselves. If the "crisis" of "industry vs. inferiority" is resolved too rigidly in favor of "industry," unreachable, perfectionistic standards which cause frustration and anxiety tend to be developed by the child.

It is important to note Erikson's emphasis on play as being the work of the child. In his work with children, he experienced little success through the use of verbal techniques alone; however, the introduction of play as a medium for communication brought about positive results.

The work of Erikson not only helps to elaborate upon some of the developmental tasks of Havighurst, but also contributes to greater understanding of the cycles of behavior in children described in the Gesell profiles. Erikson's optimism regarding the continual redevelopment of personality through life, i.e., that failure can be remediated, has important implications for counselors in working with children who have not mastered adequately earlier stage crises. Counselors and teachers can assist children in resolving successfully the crisis of industry versus inferiority by pro-

TABLE I
Sullivan's Life Periods

Approximate Ages	Interpersonal Experiences
Infancy: 0-18 months	Dependency on parental figures. First experiences with anxiety.
Childhood: 18 months to 4 or 5 years	Dependent upon others. Plays at being adult. Develops mind-pictures of self and others.
Juvenile Period: 5-6 to about 11 years	Stage in personality development for becoming "social". Peers become important; same sex interaction. Learning cooperation, competition and controls. Child acquires more realistic view of home and parents. Importance of teacher; first impartial authority figure. Foundation for good orientation to living emerges.
Preadolescence: 8 or 9 to about 12 years	Outstanding need for peer of same sex. Begins to develop genuine human relationships. Needs opportunity for equality, mutuality, and reciprocity in interpersonal relationships. Emerging and confusing independence.
Early Adolescence: 12 to about 15 years	Need for personal security, this is, freedom from anxiety. Need for intimacy, that is, collaboration with another. Need for lustful satisfaction.
Late Adolescence: 15 to about 19 years	Increased sensitivity to the needs of others and to the interpersonal security or absence of anxiety in the other. Establishment of a repertory of interpersonal relations. Development of ways to accept social and civic responsibilities as emerging young adults.

Source: Adapted from Sullivan, H. S., *The Interpersonal Theory of Psychiatry*. New York: W. W. Norton, 1953.

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TABLE II
Erikson: Psychosocial Crises

Central Life Crisis	Positive Resolution	Negative Outcome
Birth to Eighteen Months Basic Trust Versus Basic Mistrust	Reliance on caregiver who has become an "inner certainty as well as an outer predictability" leads to development of trust in the environment.	Fear, anxiety, and suspicion. Lack of care, both physical and psychological, by caregiver leads to mistrust of environment.
Eighteen Months to Three Years Autonomy Versus Shame and Doubt	Sense of self as worthy. Assertion of choice and will. Environment encourages independence, leading to pride and good will.	Loss of self-esteem. Sense of external overcontrol causes doubt in self and others.
Three to Six Years Initiative Versus Guilt	Ability to learn, to initiate activities, to enjoy mastery and achievement.	Inability to control newly felt power. Realization of possible failure leads to guilt and fear of punishment.
Six Years Through Puberty Industry Versus Inferiority	Learns value of work; acquires skills and tools of technology. Competence helps to order things and to make things work.	Repeated frustration and failure lead to feelings of inadequacy and inferiority, affecting view toward life.
Adolescence Identity Versus Role Confusion	Experimentation with different roles toward formation of mature individual.	Pressures and demands may lead to confusion over who one is.

Source: Adapted from Erikson, E. H., *Childhood and Society*, (Rev. Ed.) New York: Norton, 1964.

viding children with opportunities to experience academic and social success and to acquire skills prized by peers and significant adults.

Piaget

Cognitive growth has been of particular interest to developmentalists in recent years due in large measure to the work of Piaget, a cognitive-developmental stage theorist. According to Piaget, cognitive stages are continuous, each being built upon and derived from an earlier one. No stage may be skipped. A basic concept to this theory is children's need for interaction with their world. The developing individual organizes experiences through interactions with the environment and thus forms a cognitive structure by which future experiences are interpreted.

Cognitive researchers agree that there is a major change in the thinking process of children during their early school years at approximately ages five to seven. For Piaget, this marks their leaving the preoperational stage to enter the stage of concrete operations (See Table III). Children making this transition can now perform more complex cognitive tasks relating to concept development in various subject matter areas of the school curriculum. For example, children become able to reverse operations; they can add, subtract, and check the work through reversing the process. While elementary school children can classify, order, and see various relationships, the more abstract, or formal, cognitive skills are still beyond their capabilities. Most children between approximately six and 12 cannot "think about thinking" or imagine things they have not experienced.

Piaget's stage model has been criticized by those who interpret it as saying the event of reaching one's seventh birthday automatically makes the child capable of the concrete reasoning behavior that was not evident earlier. It is important to note that, due to developmental differences, the transition from one stage to the next cannot be predicated solely the basis of age. Furthermore, during the transition period, children vacillate between stages. For example, in a classroom of ten year olds, some children still may be functioning in the preoperational stage rather than in concrete operations.

In summary, cognitive development is systematic, but gradual, and success in performing learning tasks is closely tied to the child's particular cognitive stage. In order to provide effective learning experiences, it is critical that counselors and teachers take into account the nature of the cognitive development of children.

Kohlberg

"A growing number of psychologists and educators are adopting the views of Piaget and Kohlberg that the development of moral values is a rational process coinciding with a child's cognitive development" (Pagalia and Olds, 1975, p. 423). Kohlberg hypothesized six stages of moral development, with distinct types of moral reasoning associated with each stage. Moral development takes place through the interaction of the child's natural maturational tendencies and environmental experiences; each stage represents a qualitatively different cognitive reorganization. As with Piaget's theory, stages may not be skipped. While a child may be predominantly in one stage, moral reasoning typical of adjacent stages is likely to occur at times. Development requires the experience of cognitive conflict as a child attempts to apply reasoning to a moral dilemma. When children are exposed to a stage above their own moral reasoning, they tend to prefer it. It is theoretically impossible, however, for them to understand moral reasoning more than one stage higher.

Children in early elementary school grades reason at stage one or two (See Table IV). In stage one, they evaluate an act in terms of whether it gets them what they want, will lead to punishment, or whether an authority considers it "good" or "bad." The stage two child begins to consider the needs and motives of others and believes that one good turn deserves another, or a bad deed deserves retaliation. Older elementary school children may reach stage three and be capable of "putting themselves in another's shoes." If so, they approve of and want to please and help others; conformity is the norm. Few elementary school children are cognitively capable of going beyond stage three reasoning to stage four in which the good of society is the criterion for moral reasoning.

Interactions with peers and adults are necessary for moral development; therefore, students need activities and experiences in role-taking which help them to develop empathy and concern for fairness and the rights of others. The research of Kohlberg and his associates supports the idea that counselors can help to "stretch" the existing thought structures of students through planned activity related to moral dilemmas and decision-making. Kohlberg's theory has been highly influential in the trend toward guidance activities to help students to formulate their own values (Stone and Church, 1979, p. 448).

TABLE III
Jean Piaget's Stages of Cognitive Development .

Stage	Description	Major Developments
Sensorimotor Birth to two years	Learning occurs through activity, exploration, and manipulation of the environment. Motor and sensory impressions form the foundation of later learning.	Learns to differentiate self from world; beginning sense of self-identity. Formation and integration of schemes, as in learning that sucking on a nipple produces milk or that shaking a rattle produces a noise. Achieves object performance, that things exist even when not visible. Simple tool use.
Preoperational Two to six or seven	Child capable of symbolic representations of world, as in use of language, play, and deferred imitation. Still not capable of sustained, systematic thought.	Engages in symbolic play—can represent something with something else. Some decline in egocentricity; can take greater account of others' points of view. Develops language and drawing as modes of representing experience.
Concrete Operations Six or seven to eleven	Child becomes capable of limited logical thought processes; is able to see relationships and classify objects if concrete materials are available.	Becomes aware that some aspects of things remain the same despite changes in appearance (conversation). Can mentally reverse a process or action (reversibility). Can focus on more than one aspect of a situation at a time (decentration). Can deduce new relationships from sets of earlier ones (transitivity). Can order things in sequence (seriation). Can group objects on the basis of common features (classification).
Formal Operations Twelve through adulthood	Can reason logically and abstractly. Can formulate and test hypotheses. Thought no longer depends on concrete reality. Can play with possibilities.	Can deal with abstract ideas. Can manipulate variables in a scientific situation. Can deal with analogies and metaphors. Can reflect on own thinking. Can work out combinations and permutations.

Source: Adapted from Ginsburg, H., and Opper, S., *Piaget's Theory of Intellectual Development*. Englewood Cliffs, N.J.: Prentice-Hall, 1969.

TABLE IV
Kohlberg's Levels of Moral Development

Level I: Preconventional Level (Approximate Ages 2-7)[a]

- At this level, the child makes moral judgments solely on the basis of anticipated punishment and reward; a good or right act is one that is rewarded.
- Stage 1 morality focuses on the power and possessions of those in authority and on the necessity for the weak to please the strong in order to avoid punishment. You do what you do in order to avoid displeasing those who have power over you.
- Stage 2 morality focuses on the pleasure motive: you do what you do in order to get what you want from others. There is a sense of fair exchange based on purely pragmatic values and of noninterference in the affairs or values of others.

Level II: Convention Level (Approximate Ages 8-11)[b]

- At this level, right behavior is that which is accepted, approved, and praised by other people who are seen as being in positions of authority. The child seeks to avoid guilt by behaving in ways that will be approved by the social conventions of the culture.
- Stage 3 morality focuses on the approval of those immediately involved in judging one's behavior. Justice at this stage is seen as reciprocity or equality between individuals.
- Stage 4 morality has been called "law and order" morality. Here the focus is on obeying the rules for their own sake. Justice is seen as the reciprocity between each individual and the social system. Societal order is very important in making judgments at this stage.

Level III: Postconventional Morality (Approximately Ages 12 +)

- At this level, the person attempts to define moral values and principles which are valid and which are not necessarily those of other groups or persons who hold these principles; the individual may not necessarily identify with these groups.
- Stage 5 morality defines right action in terms of general individual rights and standards which have been accepted and agreed upon by society. There is an awareness of the relativity of personal opinions and values and an emphasis upon rules for arriving at consensus. There exists the possibility of changing laws in terms of what may be considered best for the society.
- Stage 6 morality defines right behavior by the individual's decision of conscience which is congruent with self-held ethical principles. These are "universal principles of justice, of the reciprocity and equality of human rights, and of respect for the dignity of human beings as individual persons."

[a]Kohlberg found that about 95 percent of all moral judgements made by seven-year-olds are at this level.

[b]Kohlberg found that about 40 percent of all moral judgments made by ten-year-olds are at this level.

Adapted from Ambron and Brodzinsky. *Lifespan Human Development*, New York: Holt, Rinehart, and Winston, 1979 and from Kohlberg, L. and Wasserman, E. R., The cognitive-developmental approach and the practicing counselor: an opportunity for counselors to rethink their roles. *Personnel and Guidance Journal*, May, 1980, p. 562.

Super

The relatively recent acceptance of career as a lifelong developmental process underlies both theory and practice of school counseling and guidance. Super's career development theory is consistent with other stage theories in that vocational developmental tasks are seen as being mastered in a relatively orderly, sequential fashion as a result of maturation and environment.

Super (1953) proposed that career development occurs in stages throughout life. Until approximately age 14, children are in the growth stage of career development. During this stage, opportunities consistent with their maturational level and which assist them to identify and develop their own abilities and interests are growth producing.

Of critical importance during this period is the development of 1) a realistic and positive self-concept and 2) awareness of a variety of careers. The accomplishment of these tasks requires a systematic program of experiences which encourage self-understanding, understanding of others, and realistic appraisal of their own behaviors and social interactions. It also necessitates opportunities for children to develop positive attitudes toward work, themselves as workers, and the world of work.

GROWTH STAGE, Birth to Age 21 (Super, 1957)

General Characteristics

The self-concept develops through identification with key figures in family and school.

Needs and fantasy are dominant early in this stage.

Interests and capacities become more important with increasing social participation and reality-testing.

Substages are:

Fantasy substage, ages 4-10: Needs are dominant. Role-playing in fantasy is important.

Interest substage, ages 11-12: Likes are the major determinants of goals and activities.

Capacity substage, ages 13-14: Abilities are given more weight. Job training requirements are considered.

Tentative substage, ages 15-17: Needs, interests, capacities, values, and opportunities become bases for tentative occupational decisions.

Transition substage, ages 18-21: Reality increasingly becomes a basis for vocational thought and action.

Vocational Developmental Task

Forming a picture of the kind of person one is. Developing an orientation to the world of work and an understanding of the meaning of work. Continued development of abilities and talent, choosing a school program of study, and development of independence.

Explanation

Through role playing (often as a result of identification with admired adults and peers) and participation in school, leisure, and other activities, children learn what they can do well, what they like, how they differ from other people, and know to incorporate this knowledge into their picture of themselves. They must acquire the basic habits of industry. They begin to see themselves as having identity as workers in an occupational area as they choose, prepare for, and obtain initial work experiences.

APPENDIX C
STAFFING PATTERNS FOR SCHOOL COUNSELORS

A variety of organizational patterns exist for the assignment of counselors in schools where there is more than one counselor. The organizational plan needs to be approved by the school principal and should be related to the objectives of the guidance program. Crucial factors to be considered in choosing the counseling staffing pattern are the student-counselor ratio and the expertise of counselors. Five organizational patterns are described as follows:

1. **Rotating-Grade Level(s)**
   Each counselor is assigned to one or more grade levels of students. For example, a counselor assigned to sixth grade students one year would move with them to the seventh grade and later to the eighth grade.
2. **Stationary-Grade Level(s)**
   Each counselor is assigned to a particular grade or grades. The counselor does not move to the next highest grade level(s) with the students but remains with the same grade or grades.
3. **Alphabetically-Across Grade Levels**
   Students are assigned to counselors across grade levels according to the alphabet. For example, a counselor may be assigned counselees in grades 10, 11, and 12 whose last names begin with *A-F*.
4. **Function**
   A differentiated staffing procedure is used with this organizational pattern, and counselors are assigned titles to indicate the functions they perform. The counselor works as a specialist, without regard to grade level, with all students who may need the particular service. Examples of counselor specialists are counselors for college-bound youth, job placement counselors, vocational counselors, and those who serve as coordinators for the standardized test program.
5. **Function and Grade**
   Appropriate in schools where there are at least five or more counselors, both the function and stationary grade-level approaches are combined in this staffing pattern. While there are counselors assigned to the tenth, eleventh, and twelfth grades, there are also counselor specialists in vocational counseling and college counseling. The vocational and college counselors consult with the grade-level counselors as well as spend a great deal of time outside the school when desirable and necessary. These outside contacts can provide information about various colleges and universities and about potential employers within the business and industrial communities. Such information is essential for effective placement of students.

APPENDIX D
COUNSELOR PROFESSIONALISM

School counselors provide unique services for students in the public schools. Due to the diversity and complexity of the functions counselors must perform, it is essential that they be prepared fully to carry out their professional responsibilities. Counselors must have a broad base of knowledge and well-developed performance skills. In addition, they should possess personal traits which foster respect, trust, openness, and genuineness in working with others. Along with these characteristics, they must ensure that female and male students are not prevented, by sex bias or stereotyping in counselor behavior or counseling instruments or materials, from making decisions on the basis of their own individual abilities, interests, and goals.

School counselor competencies must be developed systematically and continuously. The initial preparation combines specialized graduate training and experience at a particular level—elementary, middle, or secondary school. Although a strong counselor education program is essential for the training and eventual certification of school counselors, the pre-service program alone cannot supply the expertise that counselors need to carry out effectively a quality school guidance program. It is necessary for counselors to continue their professional growth and development through well-planned inservice.

In our rapidly changing society, the needs of students, their families, and their schools also change. New problems and concerns arise. New techniques and procedures are developed to aid the professional practitioner. Because counselors are faced constantly with situations requiring problem solving and conflict resolution, some may experience "burn-out." It becomes essential, therefore, for counselors to have experiences which renew not only their professional skills and efficiency but also which revitalize their personal enthusiasm and attitudes.

Whether a member of a large guidance department or the only counselor in a school, all counselors need opportunities to participate in a variety of activities which will increase their personal effectiveness and enhance their professional performance. These activities may occur both within and outside the school. Several major activities occur within the school.

Active cooperation and communication with colleagues.

Provision of systematic, developmental guidance programs based on sound definitive principles of program development. These principles include planning, assessing needs, setting goals and outcomes, determining strategies, selecting activities, evaluating, and communicating data generated by program development.

Public relations policies and practices which educate others about the guidance program.

Knowledge of current professional literature, resources, and materials.

Some activities which enhance the personal and professional development of counselors occur primarily out-of-school.

Active membership and participation in local, state, and national professional organizations.

Enrollment in college or university courses.

Attendance at seminars, workshops, or special interest programs.

Visits with colleagues in other schools to exchange information and ideas.

Travel, vacations, or visits.

Participation in civic clubs and community activities.

Leisure reading, hobbies, sports, or other activities.

While a variety of professional development activities has been mentioned, the individual counselor's perceived needs should be the basis for the selection of any or several of the above activities. It is recognized that a professional development experience, based on the counselor's goals for self-improvement, is the most productive and meaningful. The encouragement and support of principals, guidance supervisors, directors of pupil personnel services, other school administrators, and the state guidance staff can be instrumental in assuring opportunities for the ongoing professional development of counselors.

Ethical Practice

Whether counselors are in the entry-level or the continuing-education phase of preparation, they face ethical issues in their study and work. Because of the age of their counselees and their special relationship with students in their formative years, school counselors have some unique ethical responsibilities. Moral questions, values problems, and other complex issues related to "right" and "wrong" actions and "good" and "bad" behavior emerge during the school years. The counselor is in a position to help students deal with some of the moral and ethical questions they must confront in the process of growing up. This does not mean that the counselor can or should dictate valuing positions or resolve issues for the student. The counselor should first assist students to understand what values they now have and why these values are important to them; second, the counselor should help students to examine other values and to explore moral and ethical issues so that they will be able to make decisions that are wise for them and for society.

The counselor has his/her own set of ethical beliefs, and it is thus useless to pretend ethical neutrality; however, the counselor must be cautious about imposing a value system upon counselees. All will not agree on what is "good" or "bad;" "right" or "wrong," and while it may be argued that adults have responsibilities to give direction to children and youth, adults themselves often have honest differences of opinions on moral and ethical issues.

The professional associations have developed guidelines, e.g., American Association for Counseling and Development (formerly the American Personnel and Guidance Association) *Ethical Standards* and American School Counselors Association *Code of Ethics*, which will be helpful to counselors who wish to acquire greater understanding of the ethical aspects of their work.

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The activity which is the subject of this report was supported in whole or in part by the U.S. Department of Education. However, the opinions expressed herein do not necessarily reflect the position or policy of the U.S. Department of Education and no official endorsement by that agency should be inferred.